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ABSTRACT

As a result of the difficulty in obtaining accurate information on graduate enrollments, and particularly trends in enrollments, the GRE Board and the Council of Graduate Schools (CGS) began five years ago to conduct an annual series of enrollment surveys. Questionnaires for part 2 of the 1976-77 survey were distributed in early 1977, requesting information on enrollment as of mid-October of 1975 and 1976. Surveys were sent to 354 members of CGS, with a response rate of 85 percent. Data contained in the report include: total enrollment for institutional-size categories by institutional type; total enrollment by discipline area, giving percent change from 1975 to 1976; first-time graduate school enrollment, by discipline area, giving percent change over the year; total enrollment by sex; percent change in enrollment by ethnic group; percent change in graduate teaching assistants on appointment, by discipline area; percent change in fellowships or traineeships by discipline area; percent change in doctorates awarded by discipline area; and full- and part-time first-time enrollment by degree. Many figures are categorized by public or private control of the institution. (MSE)

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IN AFFILIATION WITH
The Association of Graduate Schools
The Council of Graduate Schools
Educational Testing Service

Report on the Council of Graduate Schools-Graduate Record Examinations Board 1976-77 Survey of Graduate Enrollment*

- Part II -

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May 1977

Introduction

As a result of the difficulty of obtaining accurate information on graduate enrollments, and particularly trends in enrollments, the GRE Board and the Council of Graduate Schools began five years ago to conduct an annual series of surveys of enrollment of the membership of the Council of Graduate Schools in the United States. The Council membership consists of some 354 graduate institutions who grant either the master's or doctorate as the highest degree. The members of the Council grant 99% of the earned doctorates and 85% of the master's degrees awarded.

This year's survey, like last year's, was divided into two sections, the first of which was distributed in the early fall of 1976 and reported at the CGS meeting in December. Questionnaries for Part II were distributed early in 1977, with data requested on enrollment as of mid-October for 1975 and 1976. Even given the postponement of several questions until the second questionnaire, a number of institutions were not able to report data on all questions asked or for both years.

Sample Description

Survey questionnaires were sent to 354 graduate schools who were members of CGS as of December 15, 1976. A total of 301 questionnaires were returned, or a response rate of 85%. Since the primary purpose of the questionnaire was to develop comparative data between 1975 and 1976, responses to questions were included in the analysis only when data were supplied for both years; unlike some earlier surveys, however, results have been reported for all questions, even where the effective response rate (percent of the number responding of the number available in the total

*For reference purposes, this report is also issued as "CGS Communicator Special Report #10, May 1977."

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group) did not reach 50%. These data are being reported in the belief that incomplete data, if appropriately used, are of more value than no data at all; yet, extreme caution must be exercised in interpreting data based on response rates of less than 50%. These data will present an accurate picture of those institutions which reported data, but cannot be easily extrapolated to project trends for all institutions.

In addition, the variability of response rates across questions reduces the ability to compare results across questions or to compare results of Part II of this year's survey with the earlier Part I. The number of institutions responding to Part I (312) and Part II (303) is different and although response rates for several questions in Part II are above 80%, the specific institutions responding to Part II are not always identical to those which responded to Part I and the specific institutions which comprise an 80% response rate for one question on Part II may not be identical to those institutions which comprise an 80% response rate for a different question. These same limitations hinder comparisons between this year's Part II data and that reported last year, as does the fact that many institutions noted that the data for 1975 which they were able to provide for this year's survey were different from, and better than, the 1975 data which they provided last year.

Despite these limitations, the overall obtained sample (i.e., those submitting usable questionnaires on time) appears to be representative of the total CGS population. Below are comparisons of number and percentages of several ways of describing the available population and sample. It should be noted that "Master's Highest Degree" refers, throughout this report, only to those institutions for which the master's degree is, in fact, the highest degree awarded. Data for these institutions do not reflect master's degrees offered by institutions which also offer the doctorate.

Comparison of Usable Sample and Base Population

	CGS Institutions		Usable Survey Sample		
	Number	Percent	Number	Percent	% (sample of each population subgroup)
Total Institutions					
Public	238	67%	205	68%	86%
Private	116	33%	96	32%	83%
Total	354	100%	301	100%	85%
Master's Highest Degree					
Public	84	24%	70	23%	83%
Private	27	8%	25	8%	93%
Sub-Total	111	32%	95	31%	86%
Ph.D. Highest Degree					
Public	154	43%	135	45%	88%
Private	89	25%	71	24%	80%
Sub-Total	243	68%	206	69%	85%

Results

Some of the results of the survey are displayed in Tables 1 through 12; other results, which lend themselves less well to tabular presentation, are presented in the discussion section below. Two types of tables are presented.

Tables 1, 2, 5, 6, 7, 8, 9, 10 and 11 report percent change between 1975 and 1976 by discipline area. Each of these tables shows both the percent change between the years in question and the effective response rate (in parenthesis) for that type of institution and discipline area. In addition, Tables 1 and 2 show the actual 1976 enrollments on which the percent changes have been computed.

Discipline areas, as defined in the original questionnaire, include education (all fields of education), humanities (English and journalism, fine and applied arts, foreign languages and literature, library science, philosophy, and religion), social sciences (anthropology, business, economics, geography, history, political science, and sociology), physical sciences (chemistry, computer sciences, geology, mathematics, physics, and statistics), engineering (all fields of engineering), and biological sciences (agriculture, biology, health professions, home economics, psychology, and zoology).

Tables 3, 4, and 12 present the number of respondents with usable data to the question (i.e., data for both years and for all parts of the question), the percentage that number represents of the total group or of the subgroup, the total number of students reported each year and the percentage change from 1975 to 1976.

Finally, all data were summarized by size of the responding graduate school, although these summaries do not appear in the tables presented. Size categories are based on quartile ranges by institutional type drawn from Part I of this year's survey; due to changing enrollment patterns and the addition of new CGS members since the quartile size ranges were set, these size categories are different from those used prior to last year. By virtue of these changes, however, each size category--ranging from "1" for the smallest institutions to "4" for the largest institutions--will still contain approximately 25% of all institutions of one type. Size categories used in this report, by institutional type, are shown below; results based on these size categories are noted in the following discussion, where appropriate.

Total Graduate School Enrollment for Size Categories, by Institutional Type

(Each size category contains approximately 25% of all institutions of that institutional type)

	(smallest) Category 1	Category 2	Category 3	(largest) Category 4
Public-Master's Highest Degree	0-1000	1001-1500	1501-2500	over 2500
Private-Master's Highest Degree	0-250	251-600	601-1000	over 1000
Public-Ph.D. Highest Degree	0-1300	1301-2600	2601-4600	over 4600
Private-Ph.D. Highest Degree	0-700	701-1400	1401-2500	over 2500

Discussion

A review of Table 1 shows an overall decrease in total graduate school enrollment for all discipline areas except biological sciences (+2.7%), with decreases ranging from 0.2% in physical sciences to 5.4% in education. Despite the variability of response rates which limits the extent to which results can be compared across cells, different institutional types have obviously experienced different rates of growth or decline by discipline area. For example, both public master's highest institutions and public Ph.D. highest institutions show decreases in all discipline areas except biological sciences (+1.2% and +3.7%, respectively), while private master's highest institutions show increases in social sciences (6.3%) and biological sciences (14.5%), and private Ph.D. highest institutions show increases in education (0.5%), social sciences (2.2%), and physical sciences (4.0%). Looked at from a different perspective, humanities and engineering show decreases across all institutional types, while only biological sciences show increases across all institutional types except private Ph.D. highest institutions.

When the data are reviewed by size of institution (not shown in the tables), several other interesting patterns emerge. First, decreases in total graduate school enrollment occurred across all size categories for education and engineering at public master's highest institutions and for education, humanities, and physical sciences at public Ph.D. highest institutions. Only biological sciences at public Ph.D. highest institutions show an increase across all size categories. For private master's highest institutions, decreased graduate school enrollment occurred across most size categories in all discipline areas except social sciences and biological sciences, where in each case enrollment increased across all size categories except Category 2. For private Ph.D. highest institutions, decreased graduate school enrollment occurred across most size categories in all discipline areas except physical sciences where enrollment increased across all size categories except Category 3.

First-time graduate enrollment, displayed in Table 2, shows a similar pattern, with decreases in first-time graduate school enrollment in all discipline areas except biological sciences (+2.9%), with decreases again ranging from 1.9% in physical sciences to 8.8% in education. As in total graduate school enrollment, first-time graduate school enrollment in engineering decreased in all types of institutions, while in biological sciences it increased in all types of institutions. Within institutional types, private master's highest institutions show increases in first-time enrollment in all discipline areas except education (-1.7%) and engineering (-49.5%), and private Ph.D. highest institutions show increases in first-time enrollment in all discipline areas except social sciences (-2.3%) and engineering (-5.8%). On the other hand, public master's highest institutions show decreases in first-time enrollment in education (-14.9%), social sciences (-2.3%), and engineering (-3.5%); public Ph.D. highest institutions show decreases in first-time enrollment in all discipline areas except biological sciences (+1.4%).

TABLE 1

Total Graduate School Enrollment, by Discipline Area: 1976 Enrollment, Percent Change from 1975, and Response Rate

	Education	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Public-Master's Highest	53,436 -6.9% (79%)	10,770 -9.6% (74%)	21,425 -7.3% (76%)	3,512 -1.4% (75%)	2,569 -4.2% (58%)	10,077 +1.2% (74%)
Private-Master's Highest	7,969 -10.6% (93%)	1,091 -7.6% (93%)	7,178 +6.3% (93%)	363 -4.5% (89%)	360 -14.1% (70%)	1,522 +14.5% (89%)
Public-Ph.D. Highest	102,065 -5.4% (80%)	51,219 -3.4% (81%)	80,010 -2.6% (81%)	34,752 -1.4% (84%)	30,814 -1.4% (77%)	61,674 +3.7% (84%)
Private-Ph.D. Highest	21,877 +0.5% (62%)	17,849 -3.4% (69%)	34,317 +2.2% (71%)	12,254 +4.0% (74%)	16,981 -0.3% (66%)	15,559 -1.1% (72%)
Master's Highest	61,405 -7.4% (82%)	11,861 -9.4% (78%)	28,603 -4.2% (80%)	3,875 -1.7% (78%)	2,929 -5.5% (61%)	11,599 +2.8% (77%)
Ph.D. Highest	123,942 -4.4% (73%)	69,068 -3.4% (76%)	114,327 -1.2% (77%)	47,006 -0.1% (81%)	47,795 -1.0% (73%)	77,233 +2.7% (79%)
Public-Master's & Ph.D.	155,501 -5.9% (79%)	61,989 -4.6% (78%)	101,435 -3.7% (79%)	38,264 -1.4% (81%)	33,383 -1.6% (70%)	71,751 +3.3% (80%)
Private-Master's & Ph.D.	29,846 -2.7% (69%)	18,940 -3.7% (74%)	41,495 +2.9% (76%)	12,617 +3.7% (78%)	17,341 -0.7% (67%)	17,081 +0.1% (76%)
Total	185,347 -5.4% (76%)	80,929 -4.4% (77%)	142,930 -1.8% (78%)	50,881 -0.2% (80%)	50,724 -1.3% (69%)	88,832 +2.7% (79%)

TABLE 2

First-time Graduate School Enrollment, by Discipline Area: 1976 Enrollment, Percent Change from 1975, and Response Rate

	Education	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Public-Master's Highest	8,024	2,047	4,146	724	611*	1,802
	-14.9%	+4.3%	-2.3%	+7.3%	-3.5%	+2.2%
	(56%)	(54%)	(55%)	(54%)	(43%)	(52%)
Private-Master's Highest	2,784	362	2,554	120	56	590
	-1.7%	+1.7%	+23.4%	+6.2%	-49.5%	+4.2%
	(89%)	(85%)	(85%)	(85%)	(63%)	(81%)
Public-Ph.D. Highest	20,141	13,156	19,753	8,146	7,660	14,929
	-9.6%	-4.3%	-13.1%	-4.9%	-3.1%	+1.4%
	(69%)	(69%)	(70%)	(73%)	(67%)	(72%)
Private-Ph.D. Highest	4,968	4,834	8,926	2,971	4,924	4,603
	+2.5%	+0.2%	-2.3%	+4.8%	-5.8%	+8.0%
	(56%)	(64%)	(66%)	(69%)	(64%)	(69%)
Master's Highest	10,808	2,409	6,700	844	667*	2,392
	-11.9%	+3.9%	+6.2%	+7.1%	-10.3%	+2.7%
	(64%)	(61%)	(62%)	(61%)	(48%)	(59%)
Ph.D. Highest	25,109	17,990	28,679	11,117	12,584	19,532
	-7.4%	-3.1%	-10.0%	-2.5%	-4.1%	+2.9%
	(65%)	(67%)	(69%)	(71%)	(66%)	(71%)
Public-Master's & Ph.D.	28,165	15,203	23,899	8,870	8,271	16,731
	-11.2%	-3.2%	-11.4%	-4.0%	-3.1%	+1.5%
	(65%)	(63%)	(65%)	(66%)	(58%)	(65%)
Private-Master's & Ph.D.	7,752	5,196	11,480	3,091	4,980	5,193
	+1.0%	+0.3%	+2.4%	+4.9%	-6.7%	+7.5%
	(64%)	(69%)	(71%)	(72%)	(64%)	(72%)
Total	35,917	20,399	35,379	11,961	13,251	21,924
	-8.8%	-2.3%	-7.3%	-1.9%	-4.5%	+2.9%
	(64%)	(65%)	(67%)	(68%)	(60%)	(67%)

* Data based on response rate, shown in parenthesis, of less than 50% should be interpreted with extreme care.

Reviewing data by size of institutions once again shows several interesting patterns. For public Ph.D. highest institutions, decreases in humanities, social sciences, and engineering were consistent across all size categories. Within private Ph.D. highest institutions, first-time enrollment decreased in Category 3 in education, social sciences, and engineering and increased in Category 3 in humanities, physical sciences, and biological sciences. At public master's highest institutions, first-time enrollment decreased in Categories 1 and 3 in education, social sciences, and engineering and increased in Category 1 (smallest) institutions in humanities, physical sciences, and biological sciences. While at private master's highest institutions, first-time enrollment decreased in the two smallest categories in education, humanities, and engineering and increased in the two largest categories in social sciences, physical sciences, and biological sciences.

Table 3 shows the number and proportion of men and women enrolled for full-time graduate study, while Table 4 shows the number and proportion of men and women enrolled as first-time graduate students. A review of Table 3 shows that the proportion of women enrolled in full-time graduate study increased for master's highest institutions (from 51% to 52%) and at Ph.D. highest institutions (from 39% to 40%). The proportion of women enrolled in Ph.D. highest institutions still remains below the proportion of women enrolled at master's highest institutions where women are in the majority. It should be noted, however, that the absolute number of women enrolled at Ph.D. highest institutions remains well above the number of women enrolled at master's highest institutions. Looked at by size of institutions, the proportion of women enrolled for full-time graduate study decreased only at Category 3 private master's highest institutions and Category 1 public master's highest institutions. Overall, the proportion of women enrolled in full-time graduate study increased across all size categories in private and public Ph.D. highest institutions, as well as public master's highest institutions with the single exception of Category 1.

A review of Table 4 shows a similar pattern with respect to first-time enrollment of men and women. At master's highest institutions, women represent 51% of the 1976 first-time enrollment as compared to 49% in 1975; at Ph.D. highest institutions, women represent 42% of first-time enrollment in 1976 as compared to 40% in 1975. Looked at by size of institutions, the proportion of women enrolled for the first time increased in all size categories for both private and public Ph.D. highest institutions, and for private master's highest institutions. At public master's highest institutions, the proportion of women increased in Categories 2 and 4, while it remained constant in Category 1, and decreased only in Category 3.

The number of non-U.S. nationals enrolled at responding institutions, not shown in the tables, increased between 1975 and 1976 by 1.2% at private Ph.D. highest institutions (69% effective response rate) and by 4.0% at public Ph.D. highest institutions (71% effective response rate).

TABLE 3

Male and Female Total Enrollment, 1975 and 1976

	1975						1976			
	Number*	%	Men	%	Women	%	Men	%	Women	%
Master's Highest	90	81	77,120	49	80,551	51	71,971	48	78,021	52
Ph.D. Highest	194	80	302,355	61	192,250	39	294,381	60	198,322	40
Total	284	80	379,475	58	272,801	42	366,352	57	276,343	43

TABLE 4

Male and Female First-time Enrollment, 1975 and 1976

	1975						1976			
	Number*	%	Men	%	Women	%	Men	%	Women	%
Master's Highest	73	66	17,004	51	16,565	49	15,877	49	16,253	51
Ph.D. Highest	177	73	75,050	60	51,045	40	70,717	58	51,828	42
Total	250	71	92,054	58	67,610	42	86,594	56	68,081	44

* Number is institutions responding. Percentage figures are the number responding as a percent of the number available in the total group. For example, 90 Master's Highest Degree institutions responded out of a possible 111 such institutions in the CGS membership for an 81% response rate for that group of institutions.

There was a large increase (22.0%) in the number of non-U.S. nationals enrolled at private master's highest institutions (81% effective response rate). And, at public master's highest institutions, the number of non-U.S. nationals increased by 1.2% (although the effective response rate was only 52%).

Table 5 shows the percent change in total graduate enrollment by ethnic group and Table 6 shows the percent change in first-time graduate enrollment by ethnic group. Because many of the response rates, shown in parenthesis, are well below 50%, extreme care should be used in interpreting much of these data. Nonetheless, it can be noted that both first-time and total enrollment of Chicano students increased in all types of institutions between 1975 and 1976, while both first-time and total enrollment of Black students decreased, and these decreases were consistent across all types of institutions with the single exception of total enrollment in private master's highest institutions. No other real conclusions can be drawn from these data, both because of the low response rates and because of the small absolute numbers which lead to apparently large percentage shifts based on very few students.

As in prior surveys, institutions were asked to provide data concerning numbers of teaching assistantships (Table 7) and research assistantships (Table 8); once again, sufficient data were received for both questions to allow the preparation of these two tables. As can be seen from Table 7, which displays the percent change in graduate teaching assistantships for Ph.D. highest institutions, there were small decreases in the total number of teaching assistantships in all discipline areas except physical sciences (+1.1%) and engineering (+5.8%). Decreases at private Ph.D. highest institutions occurred only in education (1.3%) and humanities (2.4%), while at public Ph.D. highest institutions, decreases occurred in all discipline areas except physical sciences (+0.7%) and engineering (+5.0%). For both public and private Ph.D. highest institutions, increases occurred across all size categories in engineering and across all size categories except Category 4 (largest) in physical sciences.

Table 8 displays the percent change in the number of research assistantships at Ph.D. highest institutions between 1975 and 1976; like teaching assistantships, in which decreases in the total number of assistantships were seen in nearly all discipline areas, the number of research assistantships decreased in every discipline area except biological sciences (+4.8%). While numbers of research assistantships increased in private Ph.D. highest institutions in all discipline areas except physical sciences (-0.1%) and biological sciences (-4.6%), the research assistantships decreased in public Ph.D. highest institutions in all discipline areas except biological sciences (+5.9%). In nearly all discipline areas except biological sciences, increases at private Ph.D. highest institutions were offset by decreases at public Ph.D. highest institutions. In education and social sciences, decreases occurred across all size categories in public Ph.D. highest institutions, while increases occurred across all size categories except one in private Ph.D. highest institutions.

TABLE 5

Percent Change in Total Graduate School Enrollment, by Ethnic Group, 1975-1976*

	Black	Chicano	Puerto Rican	American Indian	Other Minority	Non-Minority
Master's Highest	-6.5% (61%)	9.6% (47%)	17.5% (40%)	-11.4% (56%)	10.6% (59%)	-2.4% (59%)
Ph.D. Highest	-4.3% (61%)	3.3% (46%)	-2.4% (34%)	2.1% (56%)	12.8% (56%)	-1.4% (58%)
Total	-5.0% (61%)	5.4% (46%)	N.C. (36%)	-1.5% (56%)	12.1% (57%)	-1.6% (58%)

TABLE 6

Percent Change in First-time Graduate School Enrollment, by Ethnic Group, 1975-1976*

	Black	Chicano	Puerto Rican	American Indian	Other Minority	Non-Minority
Master's Highest	-2.0% (34%)	23.2% (28%)	-46.7% (26%)	-15.2% (31%)	-23.1% (33%)	-5.3% (32%)
Ph.D. Highest	-14.5% (45%)	6.2% (35%)	11.5% (27%)	-4.4% (40%)	-5.0% (41%)	-6.8% (42%)
Total	-12.8% (42%)	8.8% (32%)	6.9% (27%)	-6.1% (37%)	-7.4% (39%)	-6.6% (39%)

* Data based on response rate, shown in parenthesis, of less than 50% should be interpreted with extreme care.

TABLE 7

Percent Change in Graduate Teaching Assistants (Service Required) on Appointment, by Discipline Area, 1975-76

	Education	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Private-Ph.D.	-1.3% (55%)	-2.4% (62%)	3.2% (63%)	3.0% (65%)	7.6% (60%)	4.0% (64%)
Public-Ph.D.	-1.5% (69%)	-2.0% (73%)	-2.0% (73%)	0.7% (77%)	5.0% (71%)	-1.2% (77%)
All Ph.D.	-1.5% (64%)	-2.1% (69%)	-1.2% (70%)	1.1% (72%)	5.8% (67%)	-0.3% (72%)

TABLE 8

Percent Change in Research Assistants (Service Required) on Appointment, by Discipline Area, 1975-76

	Education	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Private-Ph.D.	3.6% (53%)	28.7% (55%)	11.5% (56%)	-0.1% (62%)	8.0% (56%)	-4.6% (60%)
Public-Ph.D.	-18.5% (65%)	-32.0% (63%)	-16.0% (67%)	-6.7% (69%)	-4.2% (66%)	5.9% (70%)
All Ph.D.	-14.2% (60%)	-18.3% (60%)	-11.2% (63%)	-4.9% (66%)	-0.5% (63%)	4.8% (66%)

On the other hand, in biological sciences, decreases occurred across all size categories except one in private Ph.D. highest institutions, while increases occurred across all size categories in public Ph.D. highest institutions.

Changes in the number of fellowships or traineeships at Ph.D. highest institutions are shown in Table 9; the total number of fellowships decreased in all discipline areas. Decreases were consistent in all discipline areas in public Ph.D. highest institutions, while in private Ph.D. highest institutions decreases occurred in all discipline areas except education (+43.5%) and social sciences (+2.7%). In education, the increases across all size categories except Category 3 in private Ph.D. highest institutions were offset by decreases across all size categories of public Ph.D. highest institutions. At private Ph.D. highest institutions, decreases in humanities and social sciences occurred across all size categories except Category 4 (largest) institutions, and in physical sciences across all size categories except Category 3. While at public Ph.D. highest institutions, increases in humanities, physical sciences, and engineering occurred across all size categories except Category 4. In biological sciences, decreases occurred across all size categories of both private and public Ph.D. institutions except Category 1 (smallest) institutions.

Table 10 displays the percent change in master's degrees awarded between 1975 and 1976 by discipline areas, and shows overall increases in all discipline areas except physical sciences, which show a 4.2% decrease. Public institutions show increases in all areas except physical sciences (-5.6%), with the increases ranging from 2.0% in humanities to 9.8% in biological sciences. In education and social sciences, increases in master's degrees occurred across all size categories in public master's highest and public Ph.D. highest institutions. While in humanities and biological sciences, increases occurred across all size categories in public Ph.D. highest institutions only. No consistent patterns by size of private institutions appear.

The number of Ph.D.s awarded--shown by percent change in discipline area in Table 11--increased in education (5.1%) and social sciences (4.1%) and decreased in engineering (4.5%) in both public and private institutions. While the number of doctorates decreased in humanities (4.3%) and physical sciences (2.6%) in public institutions, the number of doctorates increased in private institutions by 2.7% and 0.5%, respectively. Doctorates in biological sciences, however, increased in public institutions by 3.9% and decreased in private institutions by 5.5%. Doctorates in education and social sciences increased across all size categories except one in both public and private institutions, while doctorates in engineering and biological sciences decreased across all size categories in private institutions.

TABLE 9

Percent Change in Fellowships or Traineeships (Non-Service), by Discipline Area, 1975-76

	Education	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Private-Ph.D.	43.5% (53%)	-5.1% (57%)	2.7% (61%)	-0.1% (62%)	-0.7% (57%)	-10.4% (61%)
Public-Ph.D.	-10.9% (68%)	-2.3% (69%)	-15.6% (70%)	-8.2% (71%)	-4.6% (69%)	-2.2% (74%)
All Ph.D.	-2.4% (63%)	-3.8% (65%)	-8.1% (67%)	-4.5% (68%)	-2.6% (65%)	-4.5% (69%)

TABLE 10

Percent Change in Master's Degrees Awarded, by Discipline Area, 1975-76

	Education	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Public-Master's & Ph.D.	7.5% (80%)	2.0% (80%)	8.4% (82%)	-5.6% (82%)	4.5% (72%)	9.8% (81%)
Private-Master's & Ph.D.	8.3% (68%)	0.5% (74%)	7.1% (75%)	0.1% (77%)	1.6% (68%)	-1.3% (76%)
Total	7.6% (76%)	1.6% (78%)	7.9% (79%)	-4.2% (80%)	3.6% (71%)	7.9% (79%)

TABLE 11

Percent Change in Doctorate Degrees Awarded, by Discipline Area, 1975-76

	Education	Humanities	Social Sciences	Physical Sciences	Engineering	Biological Sciences
Public Ph.D.	2.0% (78%)	-4.3% (76%)	3.0% (79%)	-2.6% (81%)	-1.2% (75%)	3.9% (81%)
Private Ph.D.	18.2% (60%)	2.7% (67%)	6.2% (65%)	0.5% (72%)	-9.9% (67%)	-5.5% (71%)
All Ph.D.	5.1% (71%)	-1.8% (73%)	4.1% (74%)	-1.7% (78%)	-4.5% (72%)	1.8% (77%)

TABLE 12

Full-time and Part-time First-time Enrollment, 1975 and 1976

			1975				1976			
	Number*	%	Full-time	%	Part-time	%	Full-time	%	Part-time	%
Master's Highest	71	64	10,699	28	27,379	72	10,119	28	25,601	72
Ph.D. Highest	157	65	63,767	56	50,982	44	63,816	55	51,332	45
Total	228	64	74,466	49	78,361	51	73,935	49	76,933	51

* Number is institutions responding. Percentage figures are the number responding as a percent of the number available in the total group. For example, 71 Master's Highest Degree institutions responded out of a possible 111 such institutions in the CGS membership for a 64% response rate for that group of institutions.

The proportion of first-time enrollment classified as part-time, displayed in Table 12, remained the same, as did the proportion of first-time enrollment classified as full-time. (Institutions were asked to apply their own definitions of full- and part-time.) When institutions were classified as "public" or "private" without regard to highest degree offered, the proportion of first-time enrollment classified as part-time for public institutions fell from 51% to 50%, while the proportion of first-time enrollment classified as part-time for private institutions remained constant at 53%. When institutions were classified by highest degree offered, as is shown in Table 12, no significant differences appear. For, while Ph.D. highest institutions had an increase of 1% in the proportion of students classified as part-time, the resulting proportion of part-time students was 72% for master's highest institutions as compared to only 45% for Ph.D. highest institutions.

Finally, the survey included questions concerning the Doctor of Arts degree and the number of post-doctoral students enrolled. At private Ph.D. highest institutions, the number of Doctor of Arts degrees awarded decreased by 19.2% while at public Ph.D. highest institutions the number of Doctor of Arts degrees awarded decreased by 1.3%. Looking at all Ph.D. institutions as a group, the number of Doctor of Arts degrees decreased by 4.0% (response rate of 57%) while the number of post-doctoral students increased by 6.0% (response rate of 56%).

Conclusions

Part II of the sixth CGS-GRE Board Survey of Graduate School Enrollment met with success in terms of the number of responding institutions and, to a lesser degree, in terms of response rates to individual questions. And, while the effective response rate to individual questions varied, several overall conclusions can nonetheless be drawn.

First, the overall enrollment decrease noted in Part I last December is apparently occurring in all discipline areas when all institutions are looked at as a single group; only biological sciences show increases across nearly all institutional types. Second, although the number of women enrolled in Ph.D. highest institutions continues to increase, women still enroll in smaller numbers than do men. Third, the erosion of fellowship support noted in past surveys is apparently continuing; despite small increases in the number of teaching assistantships in physical sciences and engineering and increases in the number of research assistantships in biological sciences, the number of fellowships decreased in all discipline areas. Fourth, although response rates on questions on the ethnic composition of graduate schools remain low, there is evidence that both the first-time and total enrollment of Chicano students increased between 1975 and 1976, while first-time and total enrollment of Black students decreased between 1975 and 1976. Finally, the total number of master's degrees awarded shows an increase in all areas but physical sciences, while the number of Ph.D.s awarded decreased in all areas except education, social sciences, and biological sciences.

It seems important that this information be collected, and that those types of information for which meaningful results were achieved continue to be surveyed. It also seems apparent that, despite the occasionally small effective response rates, the efforts to provide for more complete and detailed information have had a positive effect and should be continued. Given these results, the survey will continue to serve as a valuable addition to the total pool of information about graduate education.